DOCUMENT RESUME

ED 239 337 EA 015 970

TITLE	San Diego County Effective Schools Program.
INSTITUTION	San Diego County Office of Education, CA.
PUB DATE	84
NOTE	21p.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	Demonstration Programs; *Educational Improvement; Educational Research; Elementary Secondary Education; *Improvement Programs; Institutional Research; Pamphlets; Program Descriptions; *Research Utilization; *School Effectiveness; Self Evaluation (Groups); Visual Aids
IDENTIFIERS	PF Project

ABSTRACT

A program description and supporting materials of the San Diego County (California) Effective Schools Program are presented. The program involves a three-phase, research-based process for improving effectiveness at the school site. The phases are: assessment, planning, and implementation. Following an overview of the program, the steps involved in each phase are detailed. Reproducible visual masters and comments on each master are provided for seven areas which have been identified by research as characteristics of effective schools: (1) safe and orderly environment; (2) clear school mission; (3) instructional leadership; (4) high expectations; (5) opportunity to learn and student time-on-task; (6) frequent monitoring of student progress; and (7) home-school relations. A four-page brochure for schools which explains the program is included. This document was selected by the Association of California School Administrators (ACSA) Task Force on Public Confidence as descriptive of a promising practice or exemplary project worthy of highlighting for the California educational community. (DC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Dave Meaney

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☒ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

ED239337

San Diego County Effective Schools Program

San Diego County Office of Education
San Diego, California

This document was selected by the Association of California School Administrators (ACSA) Task Force on Public Confidence as descriptive of a promising practice or exemplary project worthy of highlighting for the California educational community.

EA 015970

OUTSTANDING PROGRAM DESCRIPTION FORM

Name of School, District or Agency San Diego County Office of Education — Grade Levels K - 12

Address 6401 Linda Vista Road — Telephone (619) 292-3500

City San Diego — State CA — Zip 92111

Name of Contact Person Dr. Dave Meaney — ACSA Region 18

Name of Course, Program, Project or Policy

San Diego County Effective Schools Program

Date of Operation of Program or Project Initiated 1982 - 83 school year.

In 300 words or less please describe your program specifically enough for others to follow. Please include your program's
(1) primary purpose (how it benefits students)
(2) participants (grade levels of students, professional staff, community persons, etc)
(3) evaluation data (if available)

The Effective Schools Program at the San Diego County Office of Education provides local schools with ongoing assessment and inservice opportunities to assist educators in the improvement of educational programs. The Program involves three phases -- an initial assessment, a planning stage, and the implementation process. The Effective Schools team has utilized the findings of research in identifying seven major criteria in the evaluation of schools These elements are (1) a safe and orderly environment; (2) a clear school mission; (3) instructional leadership; (4) high expectations; (5) the opportunity to learn and student time on task; (6) frequent monitoring of student progress; and (7) home-school relations. Assessment and inservice opportunities are planned and coordinated especially to meet the personal needs of the school. County Office and auxiliary personnel proceed with each school at a pace and in a style that helps them to be more prepared and capable of effectively changing school and classroom circumstances, enabling students to have more appropriate opportunities to function fully and increase test scores.

The first step in planning for school effectiveness is to conduct a comprehensive assessment of the current school conditions. This assessment includes three (3) written surveys, interviews, classroom observations, and a time use audit. Feedback is made to the school staff in a series of reports, graphic presentations, and follow-up workshops that specifically deal with the school's needs. These steps serve as a beginning point for implementing the Effective Schools research with the school and are the first phase of a two or three year commitment. A school effectiveness plan--based on the school's self-analysis--is developed addressing the highest priority needs identified. The plan includes both long-range and short-range goals for implementing the effective schools elements. The Effective Schools Program is designed to improve (1) the school's information base and (2) the staff's skill levels for tailoring the climate, style of operation, and process of instruction to help each student achieve at his or her optimum potential.

Permission to reproduce this program description and accompanying materials (if any) is granted to ERIC (Educational Resources Information Center).

NAME Dave Meaney DATE Feb 6, 1984

Enclose supporting or descriptive materials and return to ACSA Public Confidence Task Force, Public Relations Department, 1517 L Street, Sacramento, CA 95814.

Dave Meaney
San Diego County Office of Education

SAN DIEGO COUNTY
EFFECTIVE SCHOOLS PROGRAM

Every school can be more effective. Current research on effective schools and effective teaching has identified factors that can assist schools in becoming more effective. These effective school characteristics can be identified in the following seven areas:

- Safe and Orderly Environment
- Clear School Mission
- Instructional Leadership
- High Expectations
- Opportunity to Learn and Student Time on Task
- Frequent Monitoring
- Home-School Relations

Applying these factors is a challenge for school administrators, teachers, and parents. Introducing these elements into a school is a complex process--one which requires collaborative effort by administrators, teachers, and parents. The effort must be comprehensive, addressing needs in all seven areas concurrently. The process is school based and includes an examination of the structure of the school and its instructional program. At the same time, the process for implementing the effective school factors will vary from school to school as each school is unique. One approach that is best in one setting may not work well in another.

The challenge, then, is to rally the support for a significant school improvement effort and to find an effective way of implementing the characteristics at a school.

The San Diego County Office of Education has developed a system for implementating the effective school characteristics in a school. Through our

experience and efforts in implementing effective school characteristics in a number of schools, we have found that the following general steps are necessary.

1. Assessment of the current status of each of the seven areas of the effective school factors. The assessment process utilized in San Diego County includes the use of the Connecticut State Department of Education Survey of School Effectiveness and the Connecticut Interview for Effective Schools. These instruments are used with teachers and administrators. A parent survey from the Council for Basic Education is used to obtain information from parents.

   Classroom observations are conducted to gather information on the use of instructional time. A time on task average from the school is recorded. Other interviews and surveys are utilized as needed to collect information. The school's test scores are analyzed for achievement trends and scoring patterns of groups of students.

   A final school "profile" is produced including a narrative and graphic portrayal of the school's status in each of the seven areas of school effectiveness.

2. Commitment and planning. Upon presentation of the school profile a statement of commitment is made by the school staff to become involved as a collaborative school improvement effort. Once the commitment has been made a planning committee meets with county

office staff to develop a plan for implementing the effective school characteristics. A final document is produced which becomes an action plan for the implementation of the effective school characteristics.

3. Implementation. This phase of the improvement is ongoing and may involve the operation of the school, the instructional program, the staff training program, and the home-school interaction process.

4. Evaluation. The process of implementing the effective school characteristics as well as student achievement is closely monitored. It is important to note that other comprehensive efforts at school improvement as well as other efforts in effective school implementation indicate that this is a long-range process. Because of its complexity, the end results of significant student achievement gains are not visible for some time, often two or more years into the effort.

The effective schools research is not a cure-all for the problem of public education. It is not a menue for success or quick-fix solution. It is, however, a process with promise for increased school effectiveness and increased student achievement.

Dave Meaney
San Diego County Office of Education

SAN DIEGO COUNTY
EFFECTIVE SCHOOLS PROGRAM

The attached masters may be used to make overhead visuals. These visuals show seven areas on which the research on effective schools can be categorized. The following brief comments on each visual can be used to begin a discussion on elements that may lead to increased effectiveness in each area.

Visual 1--Overview of seven areas in which the research on effective schools can be grouped. It is important to note that the research on effective schools is based on observations made when comparing effective schools with schools that were NOT effective. The findings offer promise to school administrators who want to bring about increased effectiveness and student achievement. One word of caution to note is that the clear cause-and-effect relationship between these factors and school effectiveness is yet to be made. We do know, however, that these factors are present in effective schools. Most people who have worked in schools would realize that these factors agree with common sense.

Visual 2--Safe and Orderly Environment. Effective schools are safe, orderly, and pleasant environments. Students know the school rules and procedures and abide by them. Generally, discipline is not an issue. The physical condition of the school is generally good. A positive climate is perceived by students. teachers, and parents.

Visual 3--Clear School Mission. In effective schools administrators, teachers, and parents have developed a clear mission for the school.

This mission becomes the driving force behind the school. Many less effective schools have a diffused mission with little priority or focus.

Visual 4--Instructional Leadership. The principals in effective schools provided strong instructional leadership. The instructional program becomes the focus of principal-teacher and principal-parent interactions. The instructional program is monitored and strongly supported by the principal. The principal gives highest priority to the success of the instructional program.

Visual 5--High Expectations. In effective schools almost all students are expected to master the basic skills at each grade level. Classroom grouping practices promote opportunities for all children to successfully participate in classroom activities. The needs of all students are met in the instructional program.

Visual 6--Opportunity to Learn and Student Time on Task. In effective schools time is an important resource. Students are engaged in learning activities a large percentage of the time and at a high rate of success. The operation of the classroom and the school result in time being used effectively. Parents support this effort by being sure students attend school and are punctual.

Visual 7--Frequent Monitoring. In effective schools systems are in place that provide teachers, students, and parents with current and accurate information about the progress of students in meeting educational objectives.

Visual 8--Home-School Relations. Parents play an important role in supporting the school's instructional program in an effective school. They attend parent/teacher conferences, monitor homework, cooperate with teachers, visit classrooms, and are knowledgeable about school happenings. Parents know how their children are progressing at school. The focus of parental support is on the school's instructional program.

ELEMENTS OF EFFECTIVE SCHOOLS

Safe and Orderly Environment

Clear School Mission

Instructional Leadership

High Expectations

Opportunity to Learn and Student Time on Task

Frequent Monitoring of Student Progress

Home-School Relations

San Diego County Office of Education 10-83

Orderly, purposeful atmosphere

conducive to teaching and learning.

San Diego County Office of Education 10-83

CLEAR SCHOOL MISSION

Staff has a commitment to

instructional goals,

priorities,

assessment procedures and

accountability.

San Diego County Office of Education 10-83

INSTRUCTIONAL LEADERSHIP

Principal effectively communicates the mission of the school to staff, parents, and students.

San Diego County Office of Education 10-83

HIGH EXPECTATIONS

The staff has high expectations and demonstrates that students can attain mastery of basic skills.

San Diego County Office of Education 10-83

OPPORTUNITY TO LEARN AND STUDENT TIME ON TASK

Teachers allocate significant classroom time in basic skill instructional areas. Students are engaged in planned learning.

San Diego County Office of Education 10-83

FREQUENT MONITORING OF STUDENT PROGRESS

Methods such as teacher-made tests, mastery skills checklists, and other forms of assessment are used as feedback to achieve student academic progress.

San Diego County Office of Education 10-83

HOME-SCHOOL RELATIONS

Parents support school mission and take an important role in achieving that mission.

San Diego County Office of Education 10-83

SAN DIEGO COUNTY EFFECTIVE SCHOOLS PROGRAM

The San Diego County Office of Education has developed an **Effective Schools Program** that uses the findings of the effective schools research to help educators improve their educational programs.

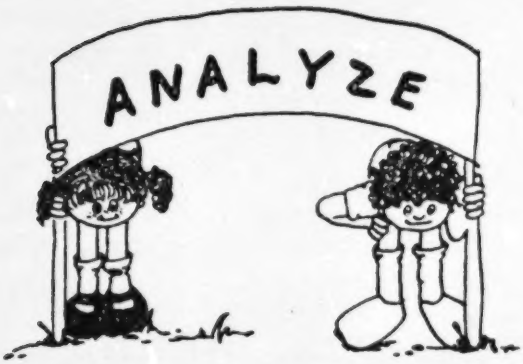
The **Effective Schools Program** involves three phases. The process begins with ASSESSMENT, and continues through PLANNING to IMPLEMENTATION.

San Diego County's **Effective Schools Program** is unique in several ways in that it:

- Occurs at the school site
- Uses research-based assessment procedures
- Combines research on quality teaching with effective staff development
- Emphasizes strategic planning to improve student-teacher interaction.

Planning, consultation, and staff development for the **Effective Schools Program** are available through your regional team. If you are interested in further information, call Dr. Dave Meaney, (619) 292-3718.

Gerald A. Rosander
Superintendent of Schools • San Diego County Office of Education



The first step in planning for school effectiveness is to conduct a comprehensive assessment of the current school conditions. This self-analysis utilizes indicators of school effectiveness and other data to profile the school's relative strengths and weaknesses for program planning.

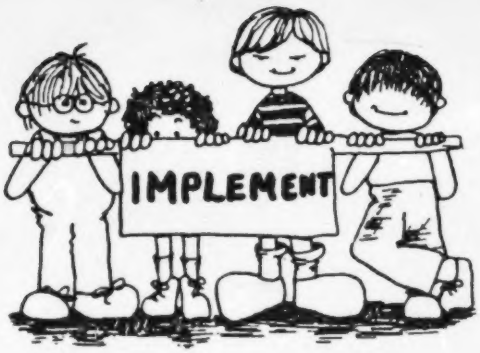
Services offered in Effective School Analysis include:

- Effective School Analysis Survey
  - principal survey
  - teacher survey
  - parent survey
  - student survey
- Effective School Analysis Interviews
  - principal interview
  - teacher interview
  - parent interview
  - student interview
- Middle School/Junior High Assessment
- Student Progress Analysis
- California Assessment Program Analysis
- Analysis of Test Results
- School Climate Survey
- Classroom Time Audits
- Curriculum Alignment Assessment
- Other Analyses Upon Request

Based on the school's self-analysis, a school effectiveness plan is written to address the highest priority needs identified. This document includes both long- and short-range plans for implementing effective school elements. It also includes strategies for improving the school's ability to implement change.

Services are available to assist schools in the following areas:

- Orientation to the major elements of the research on effective schools
- Assistance in developing a long-range/multi-year plan for increasing the school's effectiveness
- Assistance in developing a one-year action plan for implementing the **Effective Schools Program**
- Assistance in implementing change in the school
- Assistance in rallying staff, community, and district support for implementation of the **Effective Schools Program**



After the self-analysis and planning phases, the school's staff can begin to IMPLEMENT appropriate elements of the Effective Schools Program.

Examples of services that are available through the **Effective Schools Program** include:

- Curriculum Alignment and Articulation
- Classroom Management for Increased Academic Learning Time (time on task)
- Student Diagnosis and Prescription
- Teaching Methodology
- Clinical Instruction
- Mastery Learning
- Learning and Teaching Styles
- Use of Instructional Television
- Use of Computers and Technology
- Learning Environment
- Managing Classroom Discipline
- Creating an Orderly School Environment
- Test-Taking Skills
- Student Motivation
- Improving Student/Teacher Interaction
- Independent Learning
- Team Approach to Student Learning
- Defining and Teaching Higher Order Thinking Skills
- School Climate
- Collaborative Staff Development Process
- Recognition for Academic Excellence
- Monitoring Student Progress
- Teacher Expectations and Student Achievement
- Utilizing Community Resources and Agencies for School Improvement
- Effective School Site Councils
- Volunteer Participation Programs
- Parents/Community Involvement in Student Learning
- Parent/Teacher Conferencing Skills
- Instructional Leadership